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of inquiries by numerous committees into various aspects of the boy problem.

The book does not deal with important boy problems, such as that of recreation, physical condition, and moral standards, and therefore is not an inclusive discussion of the subject. However, it does give a clear idea of the industrial difficulties of the boy in England, and has in it many suggestions for the American reader. The book, being a compilation, is not pervaded with a uniform style, but on the whole is written in interesting English. The American reader regrets that it does not cover more completely the various aspects of boy life.

GEORGE B. MANGOLD

ST. LOUIS SCHOOL OF SOCIAL ECONOMY

Études Bakango. Notes de sociologie coloniale. Par A. de CALONNE BEAUFACI. Liège: Mathieu Thone, Imprimeur-Éditeur, 1912. Pp. 152.

In this handsomely illustrated volume, M. de Calonne has collected some notes of travel among the Bakango, an African people who occupy the islands and banks of the Uelé River in Belgian Congo. He writes no detailed and exhaustive monograph; he gives us instead an intimate, sympathetic account of an African community as seen from within and from the native standpoint. The author is less concerned with the description of specific customs than with the explanation of the conditions under which Bakango folkways have originated and developed. His book, charmingly written in limpid French, merits the attention of the sociologist equally with that of the ethnographer. Professor E. Waxweiler of the University of Brussels contributes to the volume an appreciative postscript.

HUTTON WEBSTER

UNIVERSITY OF NEBRASKA

Social Aspects of Education. By IRVING KING. New York: Macmillan, 1912. Pp. 425. \$1.60.

The growing realization of the social possibilities of our public schools and the recent widespread experimentation in this hitherto neglected field have resulted in an extensive literature dealing with the social aspects of education. This literature is to be found, however, scattered through innumerable books, periodicals of every kind, miscellaneous

addresses, government bulletins, the reports of commissions, of clubs, of civic, industrial, and educational organizations of every type, general and local. Much of it is descriptive of special movements, without giving social or educational background, perspective, or coherency; and it is tediously repetitious.

Professor King, in this source-book, has taken the inchoate mass in hand, assorting it and sifting it. He presents the best articles in each field, giving to each an interpretative setting that shows each movement in educational and sociological relationship and perspective. The book gives one a good general survey of the entire field without repetition and waste of time.

Each article is written by a man who is in intimate contact with the movement which he treats. Some of the names are: Dewey, Leipziger, Mero, Dean, Cooley, Royce, Burnham, Reeder, Kerschensteiner, Butterfield, E. J. Ward, Louise M. Greene, Colin A. Scott, Franklin W. Johnson, and George H. Mead.

The book is divided into two parts. The first discusses the school as a social institution in its relations to society in general and to the various other social institutions which it is expected to serve. The second part treats of the social life within the school in its bearing on the socialization of the pupils, the studies, methods, and school government.

In addition to presenting an excellent introduction to the field, the book points the way for more intensive study. Each chapter is followed by a list of topics and problems for further research, and by a full and carefully selected bibliography.

J. F. BOBBITT

UNIVERSITY OF CHICAGO

The History and Problems of Organized Labor. By FRANK TRACY CARLTON. Boston: D. C. Heath & Co., 1911. Pp. xi+483.

Though it is not indicated by the title—*The History and Problems of Organized Labor*—or by the preface, the book under review deals with the whole range of “labor problems.” An introductory chapter on “The Significance of Organized Labor” is followed by four on the history of the labor movement in the United States, and these, in turn, by two on “The Government and Policies of Labor Organizations” and “Coercive Methods.” Approximately three hundred pages (three-fifths of the book) are then devoted to the methods of industrial remuneration, methods of promoting industrial peace, labor legislation, immigration,